GradeMax



Mark Scheme (Results)

October 2020

Pearson Edexcel International Advanced Level in History (WHI01/1A)

Paper 3: Thematic Study with Source Evaluation

Option 1C: Germany: United, Divided and Reunited, 1870–1990

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Generic Level Descriptors for Paper 3

Section A

Target: **AO2 (25 marks):** Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	**1–4**	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, but presented as information rather than applied to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	**5–8**	• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making inferences relevant to the question. • Contextual knowledge is added to information from the source material, but mainly to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and some judgements may be based on questionable assumptions.
3	**9–14**	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid developed inferences. • Detailed knowledge of the historical context is deployed to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria with some justification.
4	**15–20**	• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven. • Deploys well-selected knowledge of the historical context, but mainly to illuminate or discuss the limitations of what can be gained from the content of the source material. Displays some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.

Level	Mark	Descriptor
5	**21–25**	• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context with precision to illuminate and discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Section B

Target: **AO1 (25 marks):** Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
1	**1–4**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**5–8**	• There is some analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited support and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**9–14**	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although some mainly descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence or precision.
4	**15–20**	• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence or precision.

Level	Mark	Descriptor
5	**21–25**	• Key issues relevant to the question are explored by a sustained analysis and discussion of the relationships between key features of the period. • Sufficient knowledge is precisely selected and deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

Option 1C: Germany: United, Divided and Reunited, 1870–1990

Question	Indicative content
1	Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to investigate the impact on Germany of the Reichstag Fire. **Sources 1** 1.The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • Diels was an eyewitness to the events he is describing • As a senior official, he has a clear insight into the immediate response of Hitler and leading members of the National socialist regime • The account was published in 1950, recalling events from nearly two decades before. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact on Germany of the Reichstag Fire. • It indicates that the Nazis intend to use the fire to suit their own political purposes ('This is the beginning of the Communist revolt, they will start their attack now! Not a moment must be lost.') • It implies that, at that moment, rational political thinking is in short-supply ('He shouted uncontrollably, as I had never seen him do before') • It suggests that Hitler was uninterested in the real facts of the incident, just how he might use it to his political advantage ('main suspect Marinus van der Lubbe';' Hitler ridiculed my view as too simple'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • Marinus van der Lubbe was arrested at the scene of the fire and confessed to having started it • The fire took place a week before a general election was to be held • The election campaign had witnessed street violence on the part of both the Communists and the Nazis.

Question	Indicative content
	Source 2 1.The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The presidential decree was a clear and unambiguous response to what was seen as a rapidly developing threat • The timing of it suggests that the powers enshrined in it had not been debated or reflected on for any reasonable period of time • The language and tone used are forceful. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact on Germany of the Reichstag Fire. • It indicates that Germans are going to have severe restrictions imposed on their liberties ('restrictions are to be placed on personal liberty') • It implies that the decision to introduce the decree has been forced on the president by changed circumstances ('a defensive measure against Communist acts of violence that endanger the state') • It suggests, through the call for immediate implementation, that the Nazi hierarchy sensed an opportunity to take firm action against their opponents. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • The decree was used by the Nazis to ban publications not considered 'friendly' to the Nazi cause • Thousands of Communists were imprisoned in the days following the fire • With Communist electoral participation suppressed, the Nazis were able to increase their share of the vote in the March 1933 Reichstag election from 33% to 44%. **Sources 1 and 2** The following points could be made about the sources in combination: • Both sources indicate that the likely effects of the fire are to be far reaching for Germany • Both sources suggests that the Communists were held to blame for the event and the repercussions • Whilst source 1 records Hitler's more emotional response to the fire, source 2 is a more dispassionate legal response.

Section B: Indicative content

Option 1C: Germany: United, Divided and Reunited, 1870–1990

Question	Indicative content
2	Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how accurate it is to say that in both Bismarck's Germany, in the years 1870-79, and Weimar Germany, in the years 1919-24, political opposition was the main threat to the stability of the state. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • Unification brought large numbers of Catholics into the German state. Bismarck believed that they threatened the stability of the state through their allegiance to the Pope and the Catholic Centre Party • The emergence of a Social Democratic Party after 1875, with its avowedly socialist Gotha programme and links to overseas socialist groupings, posed a challenge to the Junker dominated German state • Right wing groups, such as those led by Kapp in 1920 and Hitler in 1923 forcibly attempted to overthrow and supplant legitimately elected governments in Weimar Germany • The refusal of the Reichswehr to suppress the Kapp putsch was indicative of serious political opposition, within the army, to the whole concept of Weimar democracy • Communist rebellion, as seen through the Spartacist uprising in 1919, threatened to undermine the authority of the state • Political assassinations, largely orchestrated by the Organisation Consul were overt attempts to destabilise democratic government in the early years of the Weimar Republic. Arguments and evidence opposing the statement that should be analysed and evaluated. Relevant points may include: • Political opposition from both Catholics and Socialists was largely pursued through the ballot box and by respecting the authority of the state. The SPD was a small party in the years 1870-79 • Bismarck deliberately overemphasised the threat to the state from the Catholics and Socialists to maintain support for his own vision of a Protestant and Prussian dominated Germany • Weimar democracy survived the challenges from the right and the left with all potential uprisings crushed and their leaders dealt with

	• The French invasion of the Ruhr in 1923 posed a territorial threat to the stability of the state • Other issues posed more serious threats such as economic depression after 1873 and hyperinflation during 1923 Other relevant material must be credited.

3	Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on whether given the problems they faced, Adenauer in the years 1949-60, and Honecker, in the years 1985-89, were both effective in their leadership roles. Arguments and evidence supporting the statement should be analysed and evaluated. Relevant points may include: • Both worked tirelessly to maintain political stability. Adenauer helped develop a stable, constitutional FRG. Honecker, until 1989, maintained a predominantly stable socialist political system within the GDR • Adenauer, presided over Erhard's 'economic miracle' which significantly strengthened the economy of the FRG. Honecker, despite difficulties, maintained the GDR as the pre-eminent economy within the Eastern bloc • They were both effective, on many occasions, in dealing with opposition. Honecker through the extensive use of the Stasi and Adenauer through his firmness in banning opposition parties such as Socialist Reich Party • Adenauer re-integrated the FRG into the European and wider international community. Honecker made effective moves toward the international community by partly normalising relations with the FRG. Arguments and evidence opposing the statement should be analysed and evaluated. Relevant points may include: • External assistance was a key determinant in dealing with the problems they faced. The FRG needed external assistance, such as Marshall Aid. The GDR was reliant on support from the USSR for its survival • Adenauer was ineffective at times and was forced to rein in some of his flagship policies, such as de-Nazification • Adenauer retained the support of the people as seen through successive election results. Honecker's effectiveness and authority was undermined by his inability to deal with growing opposition in 1989 to the GDR state • Adenauer left office with the FRG thriving. Honecker left office with the GDR on the verge of political collapse. Other relevant material must be credited.

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